



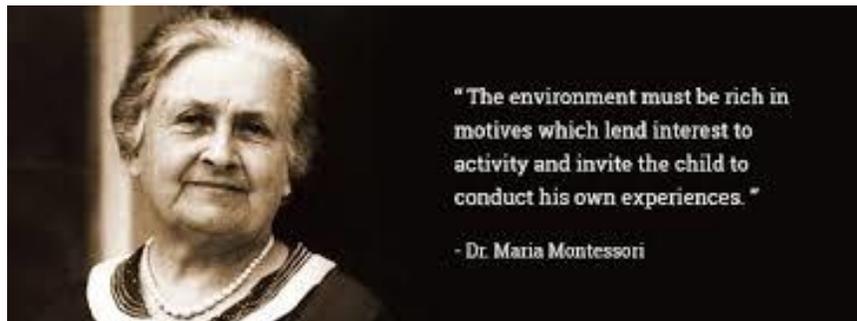
# **California Montessori Project**

## **Shingle Springs Campus**

**ACS WASC/CDE Mid-Cycle Visit**

**4645 & 4709 Buckeye Road**

**Shingle Springs CA 95682**



### **California Montessori Project Governing Board Members**

Rob Henderson, Business Representative/Chairperson  
Scott Porter, Parent Representative- Elk Grove/Vice President  
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Jenny Savakus, Community Representative  
Tamika L'Ecluse, Montessori Representative  
Christopher Clark, Parent Representative- Capitol  
Jennifer Rezentes, Parent Representative- Shingle Springs  
Maggie Carmona, Parent Representative San Juan Campuses

### **CMP Shingle Springs Campus Leadership Team**

Kim Zawilski, Principal  
Cherie Cooney, Dean of Students  
Kris Rogers, Dean of Students

### **WASC Leadership Team 2019-2020**

Brett Barley, CMP Superintendent  
Mickey Slamkowski, CMP Director of Program  
Kim Zawilski, Principal  
Cherie Cooney, Dean of Students  
Kris Rogers, Dean of Students

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## **Chapter I: Student/Community Profile**

The California Montessori Project's Shingle Springs Campus serves students in Kindergarten through Eighth grade. As a public charter school, there is an open enrollment policy. Students come from a wide range of neighboring cities and towns including, but not limited to: Shingle Springs, Cameron Park, Placerville, El Dorado, Diamond Springs, Camino, Pollock Pines, El Dorado Hills, Folsom, Rancho Cordova, Rescue, Coloma, and Lotus.

The Shingle Springs Campus is particularly interested in attracting students who hold the following characteristics:

- The interest and motivation to be educated in the Montessori approach
- The ability and capability to work independently
- The propensity to be self-motivated in learning and achievement

Most families live and work in the local area. This supports steady school enrollment. Most children will stay in the school from Kindergarten through 8<sup>th</sup> grade. The small amount of student attrition is usually due to families moving out of town or families choosing to attend a school closer to their home. The school is a desired program in the area as the number of student applicants far exceeds the number of lottery positions available each year.

The California Montessori Project's Shingle Springs Campus operates within the geographic boundaries of the Buckeye Union School District, and was authorized as a public charter school through the Buckeye Union School District in 2006 with reauthorizations in 2009, 2014, 2019 effective through June 2024. The school successfully completed a large addition to the current campus using granted Proposition 55 monies awarded from the state.

The California Montessori Project, Shingle Springs Campus submitted an Initial Visit Application to WASC in 2008. After the spring Initial Visit, CMP-Shingle Springs was granted accreditation through June 30, 2011. In March of 2011 a Self-Study visit took place and CMP-Shingle Springs was granted WASC accreditation for a six-year term. A midterm visit took place in May 2014. The Shingle Springs Campus participated in another Self-Study visit in February 2017 and was granted a six-year term.

### **School Purpose**

#### **Mission Statement**

The mission of the California Montessori Project is to offer a quality, tuition-free Montessori Education that challenges students to reach their full potential.

#### **Vision Statement**

The Vision of the California Montessori Project is to provide a Montessori education that supports the intellectual, social and emotional development of every child. This will be achieved by:

- Promoting independence
- Teaching respect for oneself and others
- Building confidence

- Creating a sense of social responsibility, and
- Empowering every student to be a global citizen.

### **Fundamental Values**

Internationally high academic standards and expectations of achievement, with emphasis on core subjects, are maintained through adherence to these values:

- Small total school populations and low student/teacher ratios
- Creative, passionate, progressive teachers who are committed to Montessori philosophy
- Responsibility, accountability, and freedom for individual student progress within the academic framework
- Challenges to develop critical reasoning, openness to encourage creativity, and opportunities to facilitate service
- High, unwavering standards of conduct, emphasizing respect for self and others, honesty, responsibility, and courtesy
- Emphasis on collaboration, peer governance, problem-solving, and goal-setting according to developmental readiness
- High parental involvement and collaboration in education and governance

### **Core Beliefs**

Dr. Montessori's fundamental goal was to prepare the child for the "real world" and she recognized that each student is an individual with distinctive personal, social, and educational needs. As a result, every personal interaction with students may be unique in nature. In response to this, CMP has chosen to adopt a "principles-based" approach to professional conduct and school-wide behavior management. Under such an approach, CMP staff members have met and agreed upon a common set of principles, which shall serve as the basis for all interactions and decisions that may arise within the school community. Empirical research has shown us that people learn in two ways: through experience and by modeling. Recognizing that each person comes to the school community with a different personality and a different set of life experiences, it is almost impossible to achieve total consistency of beliefs and actions within a staff. Staff members strive to acknowledge the unique nature of each student and staff member, consistency is achieved when social, academic and professional decisions are handled in a manner consistent with an agreed set of principles. Thus staff members are encouraged to approach situations and decisions with the understanding that the coaching, counseling, and/or consequence implemented shall be consistent with the set of values and principles agreed upon by the staff as a whole. The following list of core beliefs outlines the professional attitudes and actions of all staff members of CMP-Shingle Springs:

1. Professional attitude is a mindset with a core belief that actions and words should always maintain the dignity and respect of both child and adult.
2. Adults will model appropriate and respectful behavior for students and will guide students to solve their own problems in a way that does not create a problem for others.
3. Students will be given opportunities to make decisions and live with the consequences, both positive and negative. These experiences shall serve as valuable learning opportunities for students.

4. Students will be given the opportunity to make decisions about issues that affect themselves. Outcome of choices, including misbehavior, will be handled with natural and/or logical consequences instead of punishment, whenever possible.
5. Outcomes of choices and misbehavior will be viewed as opportunities for individual problem solving and preparation for the real world. Staff acknowledges that misbehaviors are not necessarily a personal attack on school or staff and acknowledge that other underlying personal or emotional issues may need to be considered.
6. In the event a consequence appears to be unfair, students are encouraged to request an opportunity to fully communicate their viewpoints and any additional facts regarding a situation with which they were involved.
7. School problems will be handled by school personnel. Any criminal activity will be referred to the proper authorities.

### **School-Wide Learner Outcomes**

California Montessori Project Students:

- Make **Safe, Respectful, and Responsible** choices for themselves and empower others to do so as well.
- Are **Montessori Learners** who work independently, demonstrate initiative, utilize the power of concentration, think critically, and are life-long learners.
- Are Ambassadors of **Grace and Courtesy** who celebrate the diversity in our global community.
- Are **Agents of Change** who have a strong sense of community, are socially responsible, connected to their environment, advocate for themselves and others, and are empowered to be problem solvers.

### **Staff Description**

In 2019-2020, the California Montessori Project-Shingle Springs Campus employs 24 full time Credentialed Teachers, 20 Classified Teachers' Assistants and the following staff:

- School Principal
- Two Deans of Students
- Four full-time and two part-time Administrative Assistants
- One full-time School Counselor
- One part-time Behaviorist for General Education Students
- Two part-time Special Education Teachers (1.8 FTE)
- One full-time Speech Pathologist and one part-time Speech Assistant
- Six part-time Special Education Teaching Assistants
- Two part-time Reading Intervention Teachers
- One part-time Math Intervention Teacher
- Four part-time Club Montessori (before/after school) staff

- One full-time and one part-time Maintenance Staff
- Three Independent Contractors- scheduled as needed  
(one School Psychologist, three Behavior Specialists and one Occupational Therapist)

In addition to the Shingle Springs Campus employees, CMP-Shingle Springs also has access to CMP network staff. This includes a Superintendent, two Board Certified Behavior Analysts, School Psychologists, a Clinical Psychologist and other district administrative staff.

### Demographic Data/Enrollment

<b>Enrollment Comparison by Grade Level</b>				
	<b>2015-2016</b>	<b>2016-2017</b>	<b>2018-2019</b>	<b>2019-2020</b>
<b>K</b>	60	51	52	53
<b>1</b>	49	59	53	53
<b>2</b>	61	52	53	54
<b>3</b>	56	60	62	52
<b>4</b>	53	53	53	63
<b>5</b>	38	52	54	52
<b>6</b>	43	42	54	51
<b>7</b>	43	41	45	53
<b>8</b>	35	42	38	41
<b>Total</b>	<b>430</b>	<b>452</b>	<b>472</b>	<b>472</b>

The data in the above table shows enrollment growth from 2015-2018 with a leveling off in 2018-2020. The school plans to keep enrollment close to 470 students for future years.

**Enrollment Comparison by Group**

<b>Enrollment Comparison by Ethnicity</b>			
	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
<b>Hispanic or Latino</b>	<b>11.6%</b>	<b>10.5%</b>	<b>9.79%</b>
<b>American Indian</b>	<b>0.2%</b>	<b>0.2%</b>	<b>0.43%</b>
<b>Asian</b>	<b>4.4%</b>	<b>3.9%</b>	<b>3.19%</b>
<b>Pacific Islander</b>	<b>0.0%</b>	<b>0.2%</b>	<b>0.21%</b>
<b>Filipino</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
<b>African American</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
<b>White</b>	<b>73.7%</b>	<b>76.3%</b>	<b>77.02%</b>
<b>Two or More</b>	<b>10.1%</b>	<b>8.8%</b>	<b>9.36%</b>

Although CMP-Shingle Springs does not have a large population of students from different ethnicities, it is fairly consistent with the ethnicity ratios of El Dorado County.

<b>Enrollment of Other Groups</b>			
	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
<b>Socioeconomically Disadvantaged</b>	<b>13.2%</b>	<b>14.6%</b>	<b>17.23%</b>
<b>English Learners</b>	<b>0.0%</b>	<b>0.4%</b>	<b>0.64%</b>
<b>Students with Disabilities</b>	<b>12.7%</b>	<b>14.6%</b>	<b>14.68%</b>
<b>Foster Youth</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.43%</b>

Both the numbers for Socioeconomically Disadvantaged Students and Students with Disabilities continue to rise for CMP-Shingle Springs. The number of students with disabilities is above the California state average of 12.5%.

## Attendance Summary

Attendance Rates			
	2016-2017	2017-2018	2018-2019
<b>Average Daily Attendance</b>	<b>96.71%</b>	<b>96.36%</b>	<b>96.23%</b>
<b>Chronic Absenteeism</b>	<b>2.2%</b>	<b>4.3%</b>	<b>4.1%</b>

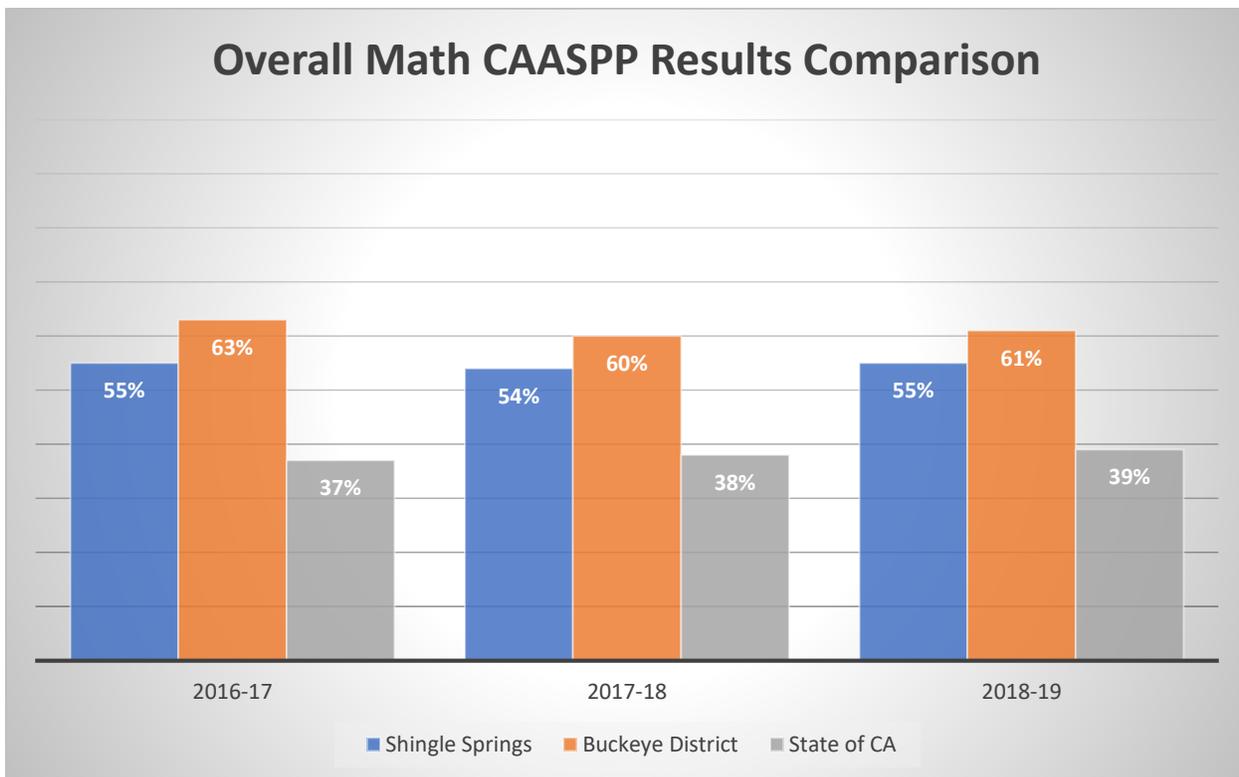
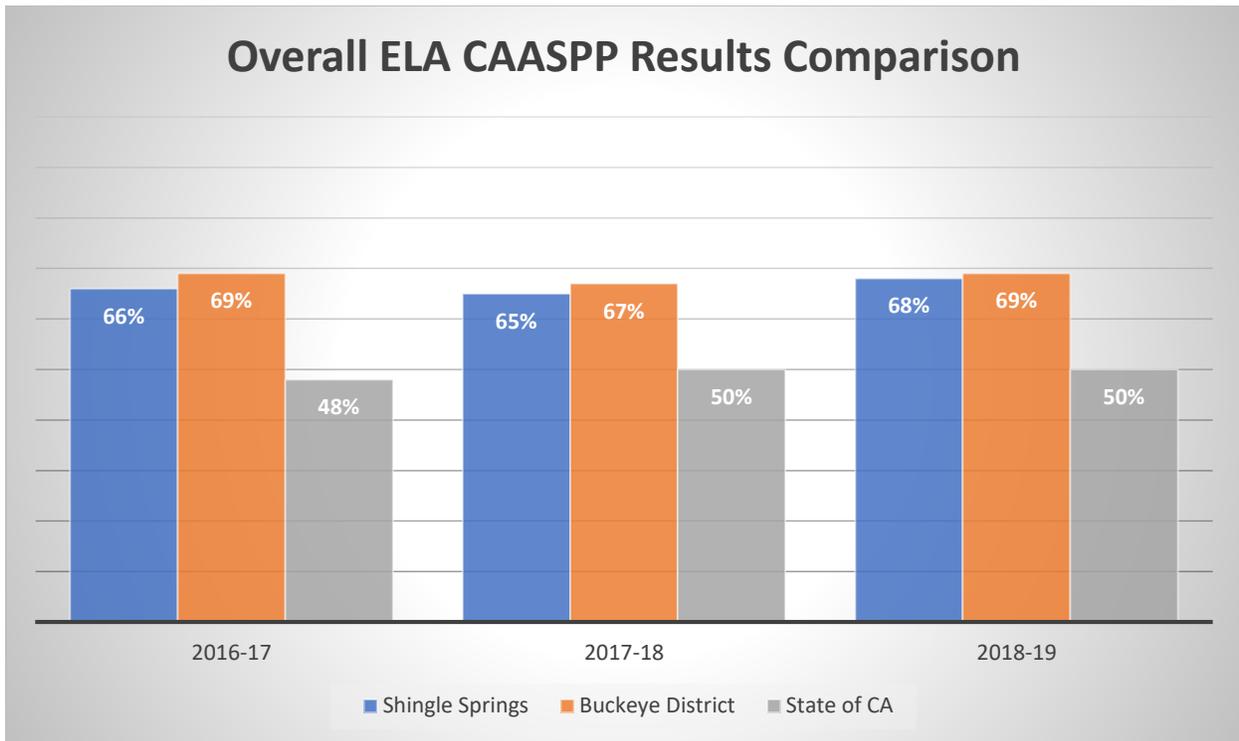
The attendance rates have remained fairly consistent over the years. However, the Chronic Absenteeism rate is increasing over the years. Over the past few years, the state of California is paying more attention to Chronic Absenteeism as it is now part of the California Dashboard.

## California Assessment of Student Performance and Progress-CAASPP Results

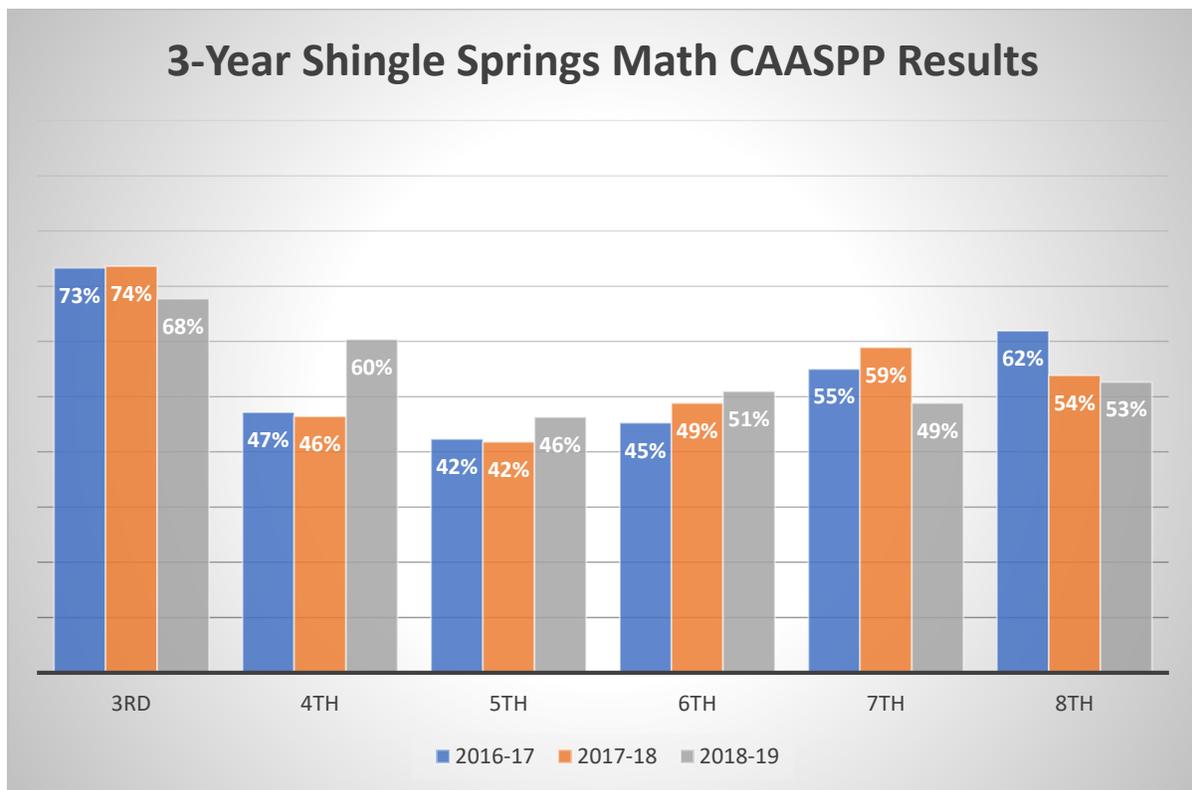
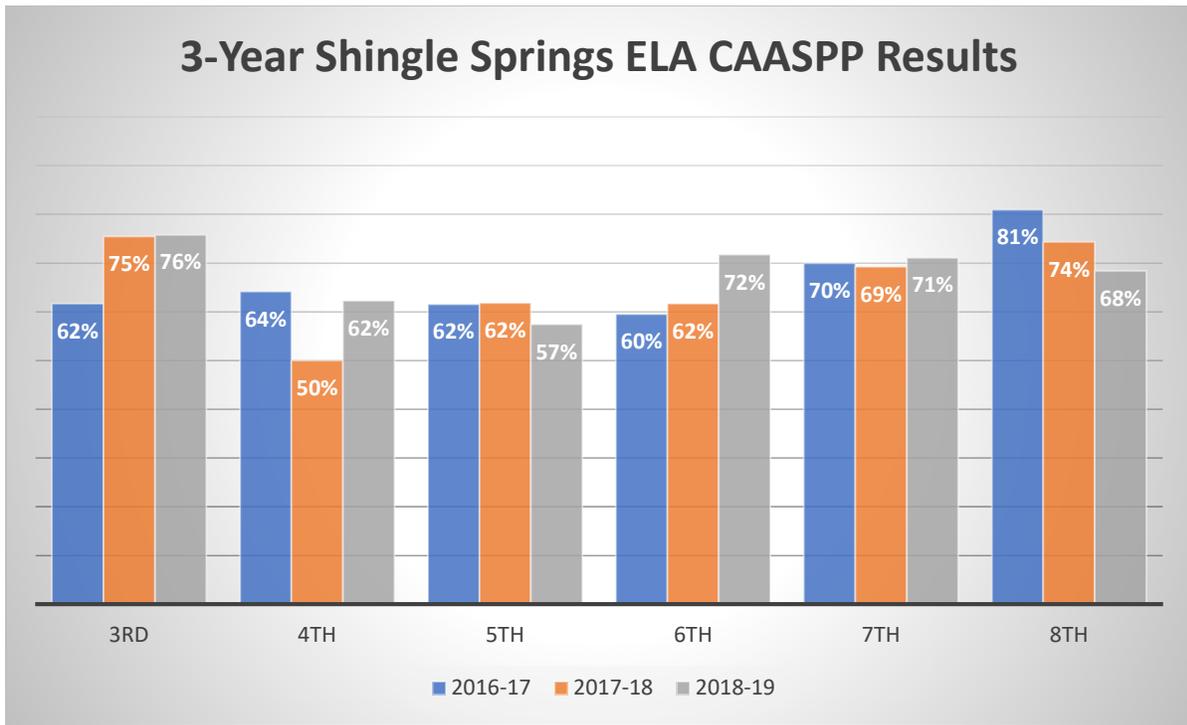
CAASPP Results for All Students									
	Percent of Students Meeting or Exceeding State Standards								
	CMP-Shingle Springs			Buckeye District			State of California		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
<b>ELA</b>	66%	65%	68%	69%	67%	69%	48%	50%	50%
<b>Math</b>	55%	54%	55%	63%	60%	61%	37%	38%	39%

CMP-Shingle Springs has maintained more than 60% of all students meeting or exceeding standards for English Language Arts while the school maintained more than 50% of all students meeting or exceeding standards for Math. CMP-Shingle Springs CAASPP scores are very close to those of our sponsoring district and well above the state of California.

Graphs below show percentage of students meeting or exceeding standards.



Graphs below show percentage of students meeting or exceeding standards.



### California Dashboard Results for CMP-Shingle Springs 2017-2019

	2017	2018	2019
<b>Chronic Absenteeism</b>	N/A	Yellow	Green
<b>Suspension Rate</b>	Orange	Orange	Green
<b>*English Learner Progress</b>	N/A	N/A	N/A
<b>English Language Arts</b>	Green	Green	Green
<b>Teachers, Materials, Faculty</b>	Met	Met	Met
<b>Implementation of Standards</b>	Met	Met	Met
<b>Parent &amp; Family Engagement</b>	Met	Met	Met
<b>Local Climate survey</b>	Met	Met	Met
<b>Access to a Broad Course of Study</b>	N/A	Met	Met

*\*Not enough eligible students to provide significant data*

Overall the CMP-Shingle Springs Campus is pleased with the current scores on the California Dashboard. It is a goal to maintain the scores from the 2019 school year in all areas.

#### Implications from the Data

- There have not been significant changes to the Student/Community Profile Data since WASC Accreditation in 2017.
- Maintaining and lowering Chronic Absenteeism is a targeted area for improvement.
- Increasing CAASPP scores overall in both ELA and Mathematics is a targeted area for improvement.

## II: Significant Changes and Developments

The California Montessori Project, Shingle Springs Campus' last full accreditation by WASC was in 2017. This visit was part of a dual accreditation with visiting members from the American Montessori Society (AMS). The school received a six-year accreditation with a mid-term review.

Since the 2017 full accreditation, the CMP's Central Administration had a major change in its core leadership team. In July 2019, the former executive director, Gary Bowman, retired and CMP welcomed a new superintendent, Brett Barley. The CMP-Shingle Springs Leadership Team has remained consistent as has most of the teaching and administrative staff.

Following the WASC visit in March 2017, the CMP Academic Leadership Team began investigating options for streamlining the use of online programs and assessments. The school has eliminated the use of the Renaissance Place suite of online programs that include: STAR Reader and STAR Math, Accelerated Reader and Math Facts in a Flash with the exception of maintaining Accelerated Reader for 1st through 3rd grades. The online math platform TenMarks, previously used as a supplemental Common Core instructional program was discontinued. In June 2019, CMP adopted i-Ready. i-Ready is an online instruction tool that integrates diagnostic assessments with instruction in reading and mathematics to address students' individual needs. The Academic Leadership Team anticipates a positive correlation between student growth on the i-Ready Diagnostic and student performance on the ELA and Math Smarter Balanced assessments.

Significant Developments of Interest Since the 2017 Accreditation:

- New superintendent, Brett Barley, hired July 1, 2019
- Forming of Academic Leadership Team with quarterly meetings to review student outcomes and make data driven decisions to improve student learning
- Implementation of Positive Behavior Intervention and Support (PBIS)
  - Tier 1 implementation and professional development, 2018-2019
  - Tier 2 implementation and professional development, 2019-2020
  - Tier 3 implementation and professional development, 2020-2021
- Implementation of new communication tool, ParentSquare in 2018
- Development and implementation of Local Control Accountability Plan (LCAP)
- Significant increase to the certificated and classified pay scales
- Major technology upgrades including Chromebooks 1:1 for students in grades 3-8, SMART Boards, Smart TVs, Chromecasting, network upgrades, and security improvements
- Addition of a full-time school counselor
- Addition of new library technology for inventory and checking out books
- Addition of a part-time, general education, Board Certified Behavior Analyst (BCBA)
- Select teachers participated in week-long Professional Development Training for Montessori Applied to Children At Risk (MACAR) during summer 2019
- Implementation of Instructional Rounds by Principal and Deans in 2019

- Implementation of new reading and math intervention tracking system to support students
- Implementation of Read Naturally and Read Naturally Live, SIPPS and Sonday System for reading interventions

### **III: Engagement of Stakeholders in Ongoing School Improvement**

The process for developing, implementing, and monitoring the school-wide action plan has been a layered approach over the past 3 years. At the school level, parents, staff, students, and administration are involved in the process of the initial development, implementation, and monitoring of the school-wide action plan. Communication with parents and staff is an essential component of the accreditation process. CMP-Shingle Springs uses a variety of tools to communicate the school's goals and vision to all stakeholders.

At the district level, the California Montessori Project-Shingle Springs Campus provides numerous opportunities for stakeholder engagement within the CMP Network. These opportunities include community participation in the ongoing accreditation processes through the Western Association of Schools and Colleges (WASC) and the American Montessori Society (AMS), 2011 through present. In addition, members of the CMP Learning Community, as well as the public-at-large, are invited to attend monthly meetings of the CMP Governing Board, and to provide input at the Strategic Planning Session at the CMP Governing Board Annual Retreat. CMP Governing Board Minutes reflect the LCAP and Accreditation updates.

CMP-Shingle Springs continues to have an active Campus Advisory Council (CAC), which provides guidance for many campus functions. The Council is made up of two parent members, two staff members, and school administration. CAC functions as an advisory committee to the Principal. The primary function of the CAC is to provide support for the successful operation of the school campus and to further the overall mission of the California Montessori Project. The CAC provides support to the Principal by being ambassadors for positive communication within the campus, parents, teachers and community, guiding fundraising activities at the campus level, and planning campus-wide events. The CAC is a support system and not a governing body. CAC meetings take place once a month on campus, and all stakeholders are welcome to join these meetings. During a few CAC meetings per year, the campus principal reviews accreditations and LCAP goals.

CMP-Shingle Springs continues to implement Early Release Professional Development days twice per month. All certificated staff, office staff, administration, special education staff, and some classified staff are involved in these three-hour sessions. A variety of topics are presented/discussed including: updates on WASC/AMS/LCAP goals, CAASPP data review, California Dashboard results, curriculum and supplemental program trainings, CAASPP testing trainings, CAASPP interim hand scoring, Positive Behavior and Intervention (PBIS) data review and updates, safety plan review, updates, trainings, etc.

CMP-Shingle Springs staff use a variety of ways to communicate with stakeholders. This includes district phones and emails (a cacmp.org, or a cacmp.net account) to communicate with parents. In addition to CMP email and phone system, CMP-Shingle Springs utilizes ParentSquare as an all-encompassing communication platform. This tool allows the school to

post information via email, text, voice dialer messages and emergency alerts to CMP families and staff. It also gives parents the opportunity to have one-on-one conversations with staff using the direct messaging feature. Other features also include: community posts, conference and meeting sign-ups, volunteer and donation sign-ups, and school activity sign-ups and reminders. This is an essential tool for keeping parents connected to the school program.

CMP has a district website, [cacmp.org](http://cacmp.org), hosting all pertinent district information. This includes Charter, LCAP, and WASC/AMS accreditation documents. The website is also a resource providing additional information regarding, policies and procedures, calendars, enrollment, and employment. CMP-Shingle Springs also hosts a website for campus specific information and updates.

Since the 2017 WASC/AMS accreditation, all parents are given access to view their Aeries Database Parent Portal accounts which allow parents/guardians to access class(es) summary, attendance data, immunizations, Student Score Reports (SSRs) from state tests (grades 3-8), as well as English Language Proficiency Assessments for California (ELPAC) tests (all grades as applicable), and grades/assignment tracking (Middle School only).

CMP-Shingle Springs continues to host Principal Cafe's where parents and guardians are welcome to join the Principal for morning coffee and discussion each month. This is a great way for parents to stay informed on the vision of the school, get up-to-date information on campus events, share community building experiences, and learn more about child development and education from special guest speakers.

CMP-Shingle Springs continues to host Local Control Accountability Plan, or LCAP Stakeholder Meetings with the Superintendent. Each Spring the Superintendent meets with the parents, students, teachers, and staff to discuss the mission, vision, and needs of the school. This information is used to create and update the LCAP which is submitted to the state. All three of the current WASC goals are also part of the LCAP.

### **Preparation of the WASC 2019 Mid-Cycle Report:**

The CMP-Shingle Springs WASC Leadership Team continues to work collaboratively to oversee progress of WASC goals and more recently to write the WASC Progress Report and develop a schedule for the WASC Mid-Cycle Visit. Once the date was solidified a timeline was created to ensure all tasks were completed prior to the visit. The site administration met with stakeholders in the above mentioned avenues to gather and share information on the progress of the WASC goals. Once the information was gathered, the Leadership Team worked collaboratively to draft, edit, revise and format the final Progress Report. The final Progress Report will be posted on the CMP website for stakeholders to view.

#### **IV: Progress on the Implementation of the School-wide Action Plan**

CMP-Shingle Springs continues an earnest commitment to improve student learning. Through the work on the following goals the school has addressed academic achievement, need for rigor, and improvement of instructional programs. This is evident through goal updates and next steps. Many hours have been spent analyzing programs and assessments, collecting stakeholder feedback, and reviewing data to determine success. In Fall 2019, CMP formed an Administrative Leadership Team (ALT) and began Instructional Rounds to meet the persistent mission to improve student achievement through continuous review of programs and data.

##### **Goal # 1: A Robust Science Program**

In the 2016-17 school year, CMP instituted a Network Science Committee. The committee consisted of one Upper Elementary teacher from each campus who had a background in science and two administrators. CMP-Shingle Springs was proud to be asked to have one of our campus Deans of Students to head this network committee. The committee was tasked with aligning the Montessori Science Curriculum with the newly adopted Next Generation Science Standards (NGSS).

The team met monthly for the past three years. They have developed curriculum guides which align the Montessori Curriculum with NGSS for Kindergarten through 8th grade. The committee is continuing to work on developing curriculum resource/lesson binders to support implementation.

Concurrently, the CMP Middle School team adopted a new science curriculum to support our Middle School implementation of the NGSS. The adoption process included curriculum review, program piloting, stakeholder feedback, and governing board approval. The curriculum selected is TCI, Bring Science Alive and the middle school teams began full implementation in the Fall of 2019.

This goal will be complete in the Spring of 2020.

##### **Goal # 2: Writing Curriculum**

In the 2016-2017 school year, CMP instituted a writing curriculum committee. The committee consisted of Kindergarten, Lower Elementary, Upper Elementary, and Middle School teacher representatives from all campuses, who had a passion for or significant training in writing. The committee worked collaboratively to build a program which aligns to California Common Core Standards using a Writer's Workshop model developed by Lucy Calkins.

The team met monthly for two years, developing a binder which included: writing lessons, grading rubrics, assessments, and resources for Kindergarten through 8th grade. After two years of implementation and continued development of resources, based on stakeholder input including teacher feedback and team discussion, it has been decided that more training and a formal curriculum adoption is needed. CMP Deans and Writing Committee are researching curriculum options and training opportunities. Continued work is needed on this goal. Further action steps are outlined in Chapter V.

### **Goal # 3: Technology as a Viable and Meaningful Experience for the Child**

During LCAP meetings with the Superintendent, stakeholders expressed the need to identify meaningful technology programs to support student achievement and to have libraries with technology available at every campus. To help make technology a viable and meaningful experience for the child, CMP has streamlined its technology programs by reducing the number of technology programs to be used by the students. CMP also incorporated libraries into every campus with staff support and inventory software.

As recently as 2017-2018, CMP was utilizing multiple technology programs, such as TenMarks, Learning.com, Typing.com, Rosetta Stone, and Renaissance Place Learning Suite; which included STAR assessments for math and Reading, Math Facts in a Flash, and Accelerated Reader. Classroom staff identified that the amount of instructional minutes required for each program relative to the benefit of each program did not match. Through further discussion with CMP's Leadership Team, programs were identified that could be eliminated or replaced.

In 2019, CMP streamlined its technology programs and replaced Ten Marks, Learning.com, and the Renaissance Place Learning suite, including STAR assessments for math and reading, and Math Facts in a Flash. Renaissance Place Accelerated Reader is still available for students K-3<sup>rd</sup> grade to take comprehension quizzes so teachers and parents can monitor the number of books read and comprehension quizzes passed. The CMP Network chose to adopt i-Ready, a Common Core aligned program for both math and reading, Keyboarding Without Tears, and to continue with Rosetta Stone. i-Ready is a multi-sensory program that supports both math and reading concepts and offers a multitude of supports for instruction and intervention groupings. It also has a diagnostic tool for both math and reading that identifies the gaps in student knowledge. Keyboarding Without Tears replaced typing.com. This program gives students a variety of computer skills including speed typing, as well as keyboard and mouse skills, in a purposeful sequence. Learning.com, a general technology instructional tool was completely eliminated. When CMP adopted Learning.com, there was a greater need for improving technology skills amongst students. However, as students have been using technology more in their everyday life there is no longer the need for this type of program.

CMP-Shingle Springs has three working libraries that are staffed part time. The libraries offer digital check out systems as well as additional space for support programs or small group needs. An online catalog of books and a variety of links to digital media and databases is available on the school website's library page. Rather than have a coding area in the libraries, CMP-Shingle Springs added an optional after school STEM Club where students not only learn coding skills, but much more including robotics!

This goal was completed in the Fall of 2019.

### **Additional Critical Areas for Follow-Up per the 2017 WASC Visiting Committee**

*The school needs to develop a strategy to improve the library through increased resource materials, a materials tracking software such as Destiny, and increased time allotted to manage the library.*

CMP-Shingle Springs now has a part-time librarian who manages the libraries. A library software program, Artrium is now up and running. It supports inventory, check-in and check-out systems, and provides links to on-line library resources and databases.

*Students and staff indicated that they would like to develop a music program for students that would span all grade levels.*

CMP-Shingle Springs has a defined music program which includes different levels of instruction and offerings at different grades.

**Kindergarten/First** - Each year, the teachers teach the students at this grade-level span to sing and perform songs at a Winter and Spring concert. In addition, the school's VAPA teacher instructs the children using the Boomwhacker curriculum and tubes designed to teach students pitch and rhythm.

**Second/Third** - Each year, the teachers teach the students at this grade-level span to sing and perform songs for a Winter and Spring performance. In addition, the school's VAPA teacher instructs the students how to play recorders using the Recorder Karate curriculum.

**Fourth through Eighth** - At this grade-level span, students may choose to learn how to play an instrument in the optional before-school band program taught by a local band teacher. The CMP Band puts on two to four concerts/performances throughout the year. This program is fee based, although scholarships are available.

*As new staff are hired, attention should be given to increasing staff diversity through expanded recruitment strategies.*

Although CMP-Shingle Springs has not increased staff diversity at this time, efforts have been made to recruit a more diverse staff. All staff recruitment is spearheaded by CMP's Central Administration, Human Resources Department. The HR Department attends college job fairs, and does extensive advertising in diverse communities, using diverse media publications and providing information in different languages. The HR Department also actively posts all open positions on Edjoin.com. The CMP-Shingle Springs campus has a high staff retention rate. Therefore, we do not hire many new staff members each year. The CMP Network gives priority to staff transfer requests. Several of the new hires at the Shingle Springs campus have been transfers from other CMP campuses, even further limiting the number of recruited staff hired. CMP will continue its recruitment strategies, and in time, hopefully, the staff will be more diversified.

**V: School-wide Action Plan/SPSA Refinements**

# Robust Science Program

**Goal # 1: To create a robust science program.**

**Goal Met.**

**2020 Actions for follow-up:**

- Monitor the implementation of the CMP NGSS Curriculum Guides
- Make necessary changes to current report cards and rubrics to reflect NGSS
- Survey students and staff to evaluate the quality of the new NGSS curriculum
- Monitor CAST scores to see if the changes in curricula show a correlation to higher test scores in 5<sup>th</sup> and 8<sup>th</sup> grades

**Goal #2: To create a robust Science program.**

<b>Tasks</b>	<b>Responsible Person(s)</b>	<b>Resources</b>	<b>Means to Assess Improvement</b>	<b>Timeline</b>	<b>Means to Report</b>
1. Monitor the implementation of the CMP NGSS Curriculum Guides	Teachers Academic Leadership Team	Teacher Lesson Plans	Instructional Rounds targeted to Science Instruction	2020-2021 and 2021-2022 School Years	Deans of Students, Academic Leadership Team, and Round Table Meetings
2. Make necessary changes to current report cards and rubrics to reflect NGSS	Director of Program and Deans of Students	CMP NGSS Curriculum Guides	Visual Changes to Report Card and Rubric	Fall 2020	Deans of Students, Academic Leadership Team, and Round Table Meetings
3. Survey students and staff to evaluate the quality of the new NGSS curriculum	Academic Leadership Team	ParentSquare Surveys	Survey Results Stakeholder informal feedback	June 2022	Deans of Students, Academic Leadership Team, Round Table, and Governing Board Meetings
4. Monitor the CAST scores to see if the changes in curricula correlate to test scores	Academic Leadership Team Deans of Students Director of Program	CAST Results	CAST Results and data analysis	Summer 2021 Summer 2022 Summer 2023	School SARC

# Writing Curriculum

**Goal #2: To research and adopt a K-8<sup>th</sup> grade writing curriculum.**

**2020 Update: To select, train, and implement a formal writing curriculum**

**Rationale:** Campus administration has observed through lesson plans and classroom observations inconsistent formal writing instruction. Teachers continue to give feedback requesting the adoption of a formal writing curriculum, which would assist in the improvement of writing instruction.

**Annual Goal:** To select, train, and implement a formal writing curriculum

**ESLR Addressed:** CMP students are Montessori Learners who work independently, demonstrate initiative, utilize the power of concentration, think critically, and are life-long learners.

**Evaluation:** Administration, Writing Committee, and Grade Level Team meetings will be scheduled regularly to review and discuss the piloted curricula.

**Progress Reports:** Status reports given regularly to all stakeholders via faculty meetings, newsletters and presentations to the CMP Governing Board.

**Action Plan:** In order to adopt a writing curriculum:

1. Writing committee will make a recommendation to the principals.
2. Principals review recommendations and forward to the CMP Governing Board for approval.
3. Teacher trainings and ongoing professional development and feedback to follow initial implementation.

**Goal #2: To select, train, and implement a formal writing curriculum.**

<b>Tasks</b>	<b>Responsible Person(s)</b>	<b>Resources</b>	<b>Means to Assess Improvement</b>	<b>Timeline</b>	<b>Means to Report</b>
1. Writing committee will make a recommendation to the principals	Writing Committee	Writing Committee Recommended Curricula	Alignment with CCSS Committee Feedback	Winter 2020	Writing Committee, Deans of Students, Academic Leadership Team, Round Table Meetings
2. Principals review recommendations and forward to Governing Board	Superintendent Director of Program Principals	Writing Committee Recommended Curricula	Meeting notes Agendas Principals' Recommendation	Spring 2020	Deans of Students, Academic Leadership Team, Round Table Meetings
3. Recommendation to Governing Board for approval	Superintendent Director of Program Principals	Writing Committee Recommended Curricula	Meeting notes Agendas Principals' Recommendation	June 2020	Governing Board Meeting
4. Trainings will be scheduled and held prior to implementation	Writing Committee Deans of Students Director of Program	Writing Curriculum Training Materials	Training Agenda Staff Feedback PD Calendar	Summer 2020	Preservice Days Select Early Release Professional Development Days
5. Ongoing PD and data discussion to support instruction	Writing Committee Director of Program Principals Superintendent	Director of Program Deans of Students	Staff Feedback Student Data Instructional Rounds	Ongoing	PLC Meetings Early Release Time

## **Technology as a Viable and Meaningful Experience for the Child**

**Goal # 3: Technology as a viable and meaningful experience for the child**

**Goal Met.**

**2020 Actions for follow-up:**

- Monitor the usage of i-Ready online supplemental instruction and assessment
- Continue to collect feedback regarding technology programs including: i-Ready, Accelerated Reader, Keyboarding without Tears, and Rosetta Stone
- Monitor CAASPP scores to see if there is a correlation with online supplemental instruction and test performance

**Goal # 3: Technology as a viable and meaningful experience for the child**

<b>Tasks</b>	<b>Responsible Person(s)</b>	<b>Resources</b>	<b>Means to Assess Improvement</b>	<b>Timeline</b>	<b>Means to Report</b>
1. Monitor the usage of i-Ready online supplemental instruction and assessment	Teachers Academic Leadership Team	i-Ready Reports	Instructional Rounds targeted to i-Ready usage	2020-2021 and 2021-2022 School Years	Deans of Student, Academic Leadership and Round Table Meetings
2. Continue to collect feedback regarding technology programs including: i-Ready, Accelerated Reader, Keyboarding without Tears, and Rosetta Stone	Academic Leadership Team	ParentSquare Surveys	Survey Results Stakeholder informal feedback	Spring/Summer 2020	Deans of Student, Academic Leadership, Round Table, and Governing Board Meetings
3. Monitor CAASPP scores to see if there is a correlation with online supplemental instruction and test performance	Academic Leadership Team Director of Testing	CAASPP Results California Dashboard	CAASPP Results California Dashboard	Summer 2020 Summer 2021 Summer 2022	Deans of Student, Academic Leadership, Round Table, and Governing Board Meetings